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ABSTRACT

Educators and education researchers from teacher education in western Canada institutions attended a conference to explore possibilities for cooperation in teacher education research. Sponsored by the University of Lethbridge (Alberta), participants included representatives from universities in British Columbia, Victoria, Alberta, Calgary, Regina, Saskatchewan, Manitoba, and Winnipeg. Informal opening statements from participants indicated the status of educational research efforts and the need for collaboration at each university. A presentation by Dr. Vern Dravland of the University of Lethbridge outlined possible options and directions for the future and contained suggested guidelines for further discussion among several groups. Small group discussions and a general discussion on various topics followed, resulting in a list of possible cooperative ventures among the universities. A consensus was reached on the commitment of participants to work toward formal collaborative arrangements for teacher education research. A document was drafted and submitted to the deans of education at the western Canada universities requesting their active support in establishing a database for studies in teacher education to be shared by cooperating agencies at the local and provincial levels. (FG)

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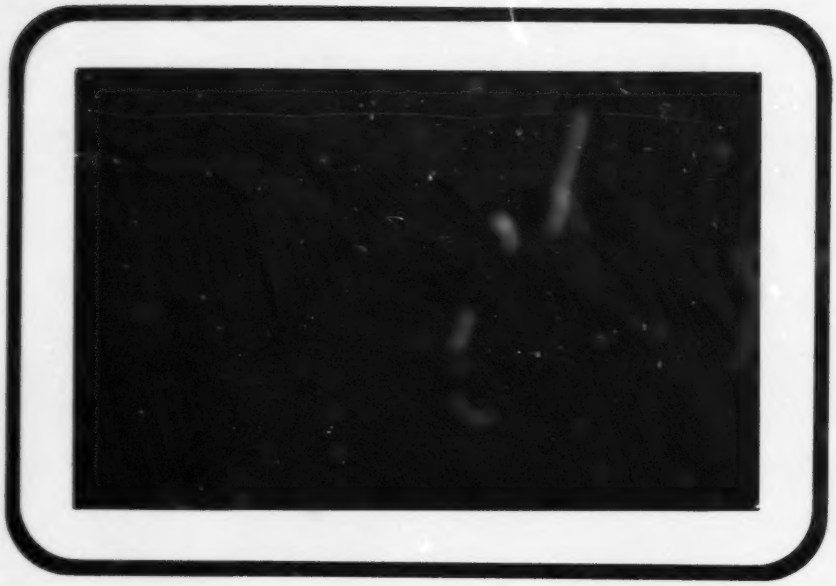

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SUMMARY OF PROCEEDINGS

of the

EXPLORATORY CONFERENCE ON COOPERATION
IN TEACHER EDUCATION RESEARCH

held at

The University of Lethbridge

November 12 and 13, 1981

Editor:

Myrna L. Greene
The University of Lethbridge

PREAMBLE

The "Exploratory Conference on Cooperation in Teacher Education Research" was organized by Dr. Vern Dravland of the Education Research Centre, at The University of Lethbridge, following discussions with Dr. Robin Farquhar, president of the University of Winnipeg and past president of C.S.S.E. and dean of the Faculty of Education at the University of Saskatchewan.

The purpose of the conference was to bring together educators and education researchers from the western Canadian teacher education institutions, to discuss possibilities for cooperation/collaboration on research on teacher education.

The invitations met with an enthusiastic response and the conference was held November 13 and 14, 1981 at The University of Lethbridge.

PARTICIPANTS

U.of B.C.	Dr. Peter G. Olley, Faculty of Education, University of British Columbia, 2125 Main Mall, Vancouver, B.C.V6T 1Z5.
	Dr. Charles Ungerleider, Faculty of Education, University of British Columbia.
U. of Victoria	Dr. Walter Muir, Coordinator of Research Services, Faculty of Education, University of Victoria, P.O.Box 1700, Victoria, B.C. V8W 2Y2.
U. of Alberta	Dr. Allen Pearson, Assistant Dean, (Practicum), Faculty of Education, The University of Alberta, Edmonton, Alta, T6G 2G5.
U. of Calgary	Dr. William G. Holliday, Education Tower 702, University of Calgary, Calgary, Alberta, T2N 1N4.
	Dr. R.L. Schnell, Educational Policy & Administrative Studies, University of Calgary, Calgary, Alberta T2N 1N4.
	Dr. Walter Zwiner, Faculty of Education, University of Calgary, Calgary, Alberta, T2N 1N4.
U.of Lethbridge	Dr. Vern Dravland, Coordinator, Education Research Centre, The University of Lethbridge, Lethbridge, Alberta, T1K 3M4.
	Mr. John Gray, Education Research Centre.
	Mrs. Myrna Greene, Education Research Centre.
	Dr. Robert Anderson, Department of Educational Foundations.
	Dr. Eric Mokosch, Director, Field Experiences Programs.

	Dr. Frank Sovka, Chairman, Dept. of Curriculum and Instruction.
	Dr. Jim Twa, Field Experience Programs.
	Dr. Allen Adler, Faculty of Education.
U.of Regina	Dr. M. Evelyn Jonescu, Director, Canadian Plains Research Center, University of Regina, Regina, Saskatchewan, S4S OA2.
	Dr. George E.Richert, Dean, Faculty of Education, University of Regina, Regina, Saskatchewan, S4S OA2.
U.of Saskatchewan	Dr. Janet Johnston, Office of Field Experiences, Room 3003 Education, University of Saskatchewan, Saskatoon, Sask. S7N OWO.
Brandon Univ.	Dr. W. Cliff Carbno, Faculty of Education, Brandon University, Brandon, Manitoba R7A 6A9.
	Dr.Y.L. Jack Lam, Chairman, Dept.of Administration and Educational Services, Brandon University.
U.of Manitoba	Dr. James C. Welsh, Student Teaching Office, Faculty of Education, University of Manitoba, Winnipeg, Manitoba R3T 2N1.
U.of Winnipeg	Dr. Annabelle Mays, Director, B.Ed. Programme, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba R3B 2E9.

EXPLORATORY CONFERENCE ON COOPERATION IN
TEACHER EDUCATION RESEARCH

Sponsored by
The University of Lethbridge
Faculty of Education

A G E N D A

Thursday, November 12th

9:15		- U.of L.vehicle from Lethbridge Lodge, to U. of L.
9:30	Board Room A-740	- Registration
10:00-10:10		- Remarks: Dean's Office
10:10-11:10		- One individual from each institution should be prepared to indicate, in approximately five minutes, how their institution could benefit from some form of cooperation and what contribution that institution might be prepared to make.
11:10-11:25		- Vern Dravland: outline possible options, directions for the future: Give guidelines for group discussions
11:25-11:45		- Preliminary Discussion - assignment to groups
12:00-1:15	Lodge, Room 121	- Lunch at the Lethbridge Lodge Hotel (Hosted by the U. of L.)
1:30-3:00		- Group discussions; focus on options - problems, benefits, feasibility, etc.
	Room A-820	- Bob Anderson
	Room A-740	- Myrna Greene
	Room B-816	- John Gray
	Room A-819	- Frank Sovka
3:00-3:15	Board Room A-740	- Coffee
3:15-5:00	"	- Summation of group discussions - General discussion
5:30-6:30	Lodge,Room 221	- No Host Bar, Lethbridge Lodge
6:30	"	- Dinner Lethbridge Lodge, (Hosted by the U. of L.)

EXPLORATORY CONFERENCE ON COOPERATION IN
TEACHER EDUCATION RESEARCH

AGENDA (Cont'd.)

Friday, November 13th

8:45		- U. of L. vehicle from Lethbridge Lodge, to U. of L.
9:00-11:45	Board Room A-740	- Summation of first day: feasible options, tentative proposals - Reactions - Coffee - Consensus? - decisions - plans for further action?
12:00-1:15	Board Room A-740	- Lunch at The University of Lethbridge (Hosted by the U. of L.)
1:15		- Tour of the U. of L. for those interested Rides to the Lethbridge Lodge &/or Airport

SUMMARY OF PROCEEDINGS

This was a "working" conference without formal paper presentations or predetermined outcomes. The "proceedings" are the impressions of the group assigned the task of writing this summary. The conference was taped and the tapes were reviewed to ensure that this summary reflects as accurately as possible the actual conference proceedings.

STATEMENT FROM PARTICIPANTS

The conference began with a brief indication from each participant of what they hoped to gain from some type of cooperation and what their institution might be prepared to contribute.

University of Victoria (Walter Muir)

- indicated that they are setting up a Centre for Research on Teacher Education (employed Del Schalock as consultant); brought "assurances of cooperation in the objectives of this conference" from their Dean; offered to host a meeting of this group.

University of Manitoba (Jim Welsh)

- indicated willingness to cooperate in any way possible; very concerned about financial and human

resources; expressed concern that group not get into "grand philosophizing" but deal with practical issues, that we address "what we think we ought to do in teacher education versus what we need to do versus what we can do"; expressed hope that a joint effort might address those concerns.

University of Winnipeg (Annabelle Mays)

- explained their B.Ed. program which is a program within the Faculty of Arts and Science; therefore they have few human resources, but have a president who is very committed to teacher education; indicated an interest in looking at the organization of their program.

Canadian Plains Research Center (Evelyn Jonescu)

- explained that the Center maintains a data base which is an inventory of current "plains-relevant" research; suggested that they might be able to incorporate teacher education research if requested.

University of Regina (George Richert)

- indicated that there is a real lack of research in teacher education and there is a definite "need for getting this thing off the ground"; Robin Farquhar through CSSE is attempting to develop a lobby with SSHRC for teacher education and John Andrews is developing a summary of

research completed in the area of teacher education; Regina is particularly interested in the contribution of practica to the professionalization of students.

University of B.C.(Pete Olley and Charles Ungerleider)

- have some effective and some ineffective alternative programs; interested in why some more effective than others and how to get more successful programs with limited resources; U.B.C. most interested in developing a data base for use in making decisions, for example, in supervision (a faculty member is planning to develop a large data base on the practicum and supervision); emphasis has been on individual research but they are now supporting the idea of program research; the Dean and faculty have given "positive support" to the idea of cooperation.

University of Lethbridge (Bob Anderson)

- suggested that not all areas of teacher education are empirically researchable; U. of L. has large data base to offer, (started ten years ago and contains more data than U. of L. can handle) and a Centre which has been conducting research on teacher education for several years; benefits of cooperation would include the identification of colleagues with mutual interests.

Univiversity of Brandon (Cliff Carbno and Jack Lam)

- stated premise that research is an integral part of the ongoing function of any university, that a Faculty of Education must be devoted to the study of education as a discipline, and that therefore teacher training and teacher education research must be seen as supplementary and complementary activities; Brandon University has a new interest in institutional research (based on a rethinking of the "Archer Report"); would benefit from cooperation through forum for continued interaction and dissemination of research findings, a basis for joint research, an increased and concerted thrust to research common problems, increased political clout for financial resources, and increased capabilities for individual researchers; would identify personnel to assist; Manitoba Journal of Educational Research might be forthcoming; Brandon could offer financial support if "something good comes of this exploratory conference".

University of Saskatchewan (Janet Johnson)

- have been asked to conduct research in follow-up of graduates and are concerned about duplicating efforts of others - need cooperation with other institutions working in such areas; length of practica of interest to most teacher

education institutions - need for joint research; indicated that CSSE is attempting to put pressure on SSHRC to develop a Centre for research in education - part of that might be devoted to teacher education; there has been very little research on teacher education; focus of this group should be teacher education; Univ. of Saskatchewan willing to cooperate and maybe commit money if "something gets going".

University of Alberta (Allen Pearson)

- have a fair amount of experience in doing research on teacher education but it has lacked direction and support; expressed concern that each Alberta university conducted its extended practicum evaluation in isolation from one another; their Centre for Research on Teaching has disappeared from lack of funds; only research now underway is the traditional independent, individual research; desired outcome of the conference would be a "mechanism" for sharing research data, methodologies, results, etc. with other institutions.

University of Calgary (Bill Holliday, Waldo Zwiner, R.L.Schnell)

- have just created Centre for Research in Education - need to find out what others are doing, including graduate students; have a committee which provides advice and assistance on research design, use of computers, etc.;

indicated that the Dean would support productive activities of this conference.

THE UNIVERSITY OF LETHBRIDGE PRESENTATION

by

Vern Dravland

EXPLORATORY CONFERENCE ON COOPERATION IN TEACHER EDUCATION RESEARCH

These are exciting times to be involved with research on teacher education. Ten years ago, the general attitude was one of pessimism but educational researchers have become more and more optimistic. Progress has been made in understanding the factors involved in teaching as well as in the process of teacher education. We can quote literature reviews such as the following:

> ... research evidence demonstrates that there are some teachers who are consistently highly effective (over consecutive years) and that it is possible to identify how these teachers instruct differently than do less effective teachers (e.g., Good and Grouws, 1975,1977). Furthermore it is possible to train other teachers to behave in somewhat similar ways and to improve student achievement.[1]

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[1] Hall, Gene E., Hord, Shirley M. and Brown, Gail (Editors). Exploring Issues in Teacher Education: Questions for Future Research. Austin, Texas;, RDTE, 1980, p.53.

Nevertheless I sense a feeling among educational researchers that the enormity of the task precludes any one individual or even institution from doing all that needs to be done. There are obvious advantages to be gained from some cooperative or collaborative effort.

Our own institution has spent well over a half million dollars on educational research on the last 10 years. It is reasonable to assume that larger universities have spent much more than that. Although this amount is infinitesimal when compared with the proportion of funds allocated to research by industry, it is nevertheless a significant amount of money. The effects of that expenditure might be considerably enhanced by some cooperative effort - by avoiding duplication or by coordinating research at several institutions so that the results are complementary producing an outcome greater than the sum of the parts. It is for the purpose of examining these possibilities that this conference has been organized.

There are recent trends in the United States (largely due to mandated standards) toward research networks, research institutions, cooperative research programs, and so on. Although these efforts are not a panacea we might take advantage of some of the ideas which they offer.

It is possible to conceive of a continuum of cooperation on teacher education that ranges from the minimum of cooperation among individuals to full scale collaboration among institutions, resulting in the formation of a new organization with its own legal entity, purposes, objectives, manpower, and sources of funding. Along the less formal types of cooperation among individuals there might be a simple sharing of information on research projects or a more complex cooperation among individuals in developing a proposal for funding a large research project. Along this continuum of cooperation there might also be cooperative efforts in exerting political pressure on national and provincial governments to increase funding for research in education. There could be a form of cooperation in which individuals from different institutions conduct their own independently funded research but still have a common focus. Another example of cooperation might be the development of a journal on research and evaluation on teacher education. There might be data banks, organized in several institutions with common variables, which could generate large numbers of research projects. These are but a few of the possibilities for cooperation and/or collaboration.

Even though the payoff of such undertakings would be

great and the potential for success, I think, is excellent, we must be cognizant of the possible problems that might hinder that success. It is possible that individuals involved in cooperative forms of research might find themselves penalized in terms of promotions because of the lack of recognition of research that may extend over a 5 to 6 year period. There is also the problem of recognition for research done in cooperation with several colleagues whether from the same or other institutions. These are not insurmountable problems but are important and need to be addressed.

Another constraint exists in research extending across jurisdictions. This is the fear on the part of each jurisdiction of unfavourable comparison. One of our motives in proposing cooperative research is to enable those participating to arrive at findings that are valid beyond the boundary of one location or institution. It is only by controlling for institutional variance that serious answers to the deeper educational problems can be found. Cooperation between institutions for this purpose seems to be the organizational advance that is needed to enhance the quality of educational research.

In consequence, any research that permits a direct comparison between institutional programs is not the kind of

research that we should promote. This is not for fear of comparisons; it is rather that research designed in a way that will make comparisons possible is research that will not be maximally helpful in advancing our understanding of education. Since institutional variance also reflects many regional differences we can not fruitfully make institutional comparisons. The major purpose of any cooperative research that we do must be to improve our understanding of the many factors inherent in teacher education and their interrelationship. In order to do this we must control for institutional variance.

The potential for effective worthwhile cooperation and collaboration exists. It is up to a group such as this one to examine that potential from various aspects. In an effort to help to focus the discussion which might follow, I might suggest a few areas in which cooperation or collaboration might be feasible or desirable. Some of these possibilities include:

1. the teaching effectiveness of graduates of teacher education programs - where are they teaching? what are they teaching? how effective has their program been? what is the effect of size of institution on teaching styles of graduates?

2. the status of non-teaching graduates - why did they leave the profession? what are they doing? what influence has their teacher education program had? has their education training been

helpful in their new profession? how do they compare with those that stayed in teaching?

3. components of the teacher education program - emphasis given to various components, sequencing within the program, etc.

4. what type of person enters the program - are the bright females tending to select other professions? is there a particular personality type who selects teaching rather than other subject areas? how do they compare with other professions? are we selecting the the best candidates?

5. what is the most effective length of practicum?

6. teacher development - process of professional development, impact of foundational type "courses" on teaching style and effectiveness.

Turner in his review of research on teacher education for the 1975 Yearbook of N.S.S.E. states that "there appear to be no long-term, predesigned studies in the field"; that is, teacher education studies which cover the whole spectrum from pre-education to success of the practising teacher. He further states:

> a limited number of such studies, jointly supported by local and federal resources, are entirely possible and would probably be cost-beneficial.[2]

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[2] The Yearbook Committee and Associated Contributors, Ryan, Kevin (Editor), Teacher Education. Chicago, Ill.: The University of Chicago Press, 1975, p.109.

GENERAL DISCUSSION

The general discussion which followed the individual statements and the Dravland presentation, touched on numerous topics, concerns and constraints. A few of the highlights follow.

There was a realization that there are a number of resources available; that out of this conference should come a list of those resources (a list of the resources identified at the conference is included as Appendix A).

Concern was expressed about the political and economic realities of the situation re selection of candidates, length of practicum, etc. Institutional constraints are a concern with respect to publishing, and promotion for research done in cooperation with other institutions, and for long-term research which requires several years to come to fruition. There is also a problem with respect to release time for researchers involved with cooperative research.

There was a comment that very few educators are really interested in research on "teacher education". There was some discussion about the definition of teacher education, whether it be a focus on the program, focus on the department, or a developmental focus from preservice through

training to inservice. It was also mentioned that research on teacher education is mismatched with traditional requirements for promotion (that research be done in the faculty member's discipline). The alternative of institutional research has traditionally held a second class status.

Concern was expressed about the SSHRC's lack of emphasis on education. Apparently they are developing criteria for the evaluation of proposals. Money is available but the problem is often in the development of an acceptable proposal.

GROUP DISCUSSIONS - AFTERNOON SESSION

The first portion of the afternoon of the first day was spent in small group discussions, with each group asked to focus specifically on possibilities for cooperative efforts.

Each group then presented a summary statement to the general group for discussion. One of the groups focussed on the substantive issues of research in teacher education; for example, teacher effectiveness and models of evaluation. They expressed trepidation at the possibility of another formal organization developing which might usurp already scarce funds.

Another group focussed on the climate for teacher education research and the timing for disemmination. Both appear to be favourable to a cooperative venture. Two groups focussed specifically on options for cooperation. Specific ideas suggested by the groups and in the general discussion included the following:

- utilize the Canadian Plains Research Center for an inventory of research on teacher education, to service a network of researchers
- identify one individual at each institution to be the liaison person to develop the inventory and to serve as a contact person
- encourage individuals with common research interests to cooperate or collaborate on individual research projects

- develop an organization or structure to encourage cooperation and disemmination

- develop an informal network for the sharing of ideas, perhaps through a newsletter

- develop a data-gathering protocol which could be useful to several institutions

- develop a proposal for the deans' meeting to outline the need for some organization to encourage research and to issue a joint communique to the provincial ministers

- identify a group of four people to develop a proposal for the deans; at this stage it is more important to establish a pattern rather than focus on a specific topic for research

- proposal should include suggestions for politically acceptable research such as one of selection, training, or follow-up studies

- establish a data base for cooperative research

- investigate ways and means of furthering CERA and other CSSE organizations

ITEMS FOR DISCUSSION - CONFERENCE DAY TWO

After the group and general discussion two particpants undertook to develop a list of the more promising and pertinent items raised, for discussion debate, and/or action on the second day of the conference. The major items were as follows.

Item 1

In general, participants are committed to a cooperative venture for research on teacher education beyond that of simple informal contact.

Item 2

There is need for some kind of "structure" to promote cooperation among the western Canadian teacher education institutions; this structure should not be a formal entity which requires membership dues, an executive, and so on.

Item 3

There should be some informal "communication network" established for the sharing of ideas and the sharing of information, perhaps through the publication of a newsletter.

Item 4

The deans of each Faculty should be asked to appoint a liaison person to coordinate information flow between and among institutions and individual researchers.

Item 5

There should be cooperation and/or collaboration between and among individual researchers interested in or working on similar projects.

Item 6

A group delegated by this conference should prepare a submission/proposal for the next meeting of the Association of Western Canadian Deans of Education to outline the need for some organization for research in teacher education and to encourage the Deans to issue a joint communiqué to the provincial ministers.

a) The proposal should suggest appropriate politically acceptable topics for a concentrated effort in research; for example,

   1) selection - preservice

   2) training - models of supervision

   3) post-training - follow-up studies
      - supervision/evaluation of teachers

Each of these topics might be discussed within the framework of a teacher education model.

b) The proposal should include a suggestion that there be a data base for research on teacher education, and that the Canadian Plains Research Center might be an appropriate mechanism for this data base. The parameters of such a data base would need to be defined.
(Request that the Canadian Plains Research Center submit an estimate of costs to those writing the proposal.)

DEBATE

The discussion first focussed on item 1. There was consensus that:

> Participants are committed to work toward a cooperative venture for research on teacher education beyond that of simple informal contact.

Discussion on items 2 and 3 focussed on the type of organization that might develop, whether it "should not" or "need not" be a formal entity and the probability of an "informal network" succeeding. Considerable concern was

expressed that an organization with no executive, no structure and no funds would simply die. Others were concerned about another formal entity developing. It was suggested that the best method for developing an organization or a form of cooperation would be through a proposal to the Deans. The discussion therefore moved to item 6.

There were several suggestions as to what the proposal might contain, such as the following:

1. it should suggest the membership
2. it should be sent to teachers' associations, governments and trustee associations
3. it should include a topic for research such as an eight year study with three components:

    a. standardization of data collection from the entry of students into teacher education, demographic and academic data compatible with Canada census and among institutions, and perhaps psychological data

    b. investigation of teacher education programs to do a program component matrix to identify similarities and dissimilarities among programs and organization of programs, and

    c. an eight-year follow-up of all graduates

4. it should suggest funding for the research and/or funding for a cooperative venture.

There was a further suggestion was that we ask the

Deans to:

a. be responsible for carrying out the project, or

b. establish a consortium which would ensure the continuation of the proposal

c. appoint a person within each Faculty as a member of that consortium, and

d. support the consortium financially by soliciting funds, and providing for travel to meetings, printing, marking, computer services. etc.

An ad hoc committee of four persons was then assigned the task of developing an initial draft of a document that might be submittd to the Western Canadian Deans. That document follows.

TENTATIVE STATEMENT TO WESTERN DEANS OF EDUCATION

Policy and program decisions affecting teacher education have been made traditionally on grounds other than evidential base about the likely consequences of such decisions. Under any conditions, a continuation of this state of affairs is regrettable. When educational agencies are faced with financial constraints, continuation of this state of affairs is imprudent.

The delegates of the faculties of education assembled for the Exploratory Conference on Cooperation in Teacher Education Research sponsored by The University of Lethbridge, Faculty of Education, November 12 and 13, 1981, urge the Deans of the Faculties of Education of the four western provinces to use their good offices with provincial ministries of education, teacher associations, and associations of school trustees to elicit their cooperation in fostering research in teacher education. We would hope that the Deans could persuade these agencies to cooperate in establishing a data base for studies in teacher education to be shared among representatives of the cooperating agencies. Such a data base should consist of all data collected about teacher characteristics from their initial entry to teacher education through the period of their training and their eventual placement in teaching positions. We would urge the

Deans to encourage each of the provincial agencies to designate a representative to cooperate in establishing the nature and extent of such a data base as well as the terms of reference for access to the data base.

We anticipate the benefits from such a data base to accrue in the following areas:

1. Program effectiveness through evaluation of teaching and professional performance of graduates. (Models of teacher education programs).
2. The status of non-teaching graduates and drop-outs leaving the teacher education programs.
3. Selection criteria for entry to programs.
4. Supervision/evaluation of practica.
5. Inservice models for supervising teachers.
6. Developmental stages in teacher education.
7. The influence of supply and demand on teacher education programs.
8. Teacher socialization.
9. Cost effectiveness of teacher education.

Prepared by:
Janet Johnson
George Richert
Frank Sovka
Charles Ungerleider

FINAL CONSENSUS

Discussion of the "Tentative Statement to the Deans of Western Canada" focussed on the feasibility of developing a data base, the costs involved, the mechanism for managing the data base, and whether such a base would actually promote cooperative research. Considerable concern was expressed about the possible costs. There was some feeling that we were being premature discussing technical problems, but that the main concern was to have a document for the Deans to consider. There was a definite interest in developing some common data bases.

Concern was expressed that our focus was becoming too narrow, that the document on the data base should be one component of a document to the deans. The final document should include that document plus other items discussed at this conference.

There was a suggestion that a model such as that utilized by the Saskatchewan Justice Research Consortium might be an appropriate model for this group; that this organization be called The Western Canada Consortium for Research on Teacher Education; that its "central office" be in Lethbridge (for the time being); that correspondents be those present at this conference; that its overall goal be

to do whatever is possible to cooperate (e.g. a newsletter); that it proceed with establishing data bases (one kind would be an inventory of research in teacher education); and that the next meeting of this group occur at the Westcast conference in Brandon.

Items for Action

It was agreed that:

1. the proceedings of the conference should be written and disseminated to each participant as soon as possible.
2. the Lethbridge delegation should develop a draft of a proposal to be submitted to the Western Canada Deans at their next meeting in February of 1982.
3. this proposal draft should be sent to each participant within the next few weeks, for their reactions, comments, additions, etc.
4. the proposal should:

    a. suggest a mechanism for cooperation on research in teacher education

    b. establish a productive line of research

    c. include some form of the document entitled "Tentative Statement To Western Deans of Education" or a statement to explore the development of some common data bases

    d. include reference to the "Items for Discussion" and

    e. request that the Deans issue a joint communiqué to the provincial ministers, teachers' associates, and trustee

associations for support for a cooperative venture.

5. the next meeting of this group should take place at the Westcast conference in Brandon in February; The Brandon delegation at this meeting will arrange for a time and place for the meeting.

The conference concluded with an expression of thanks to Dr. Dravland for taking the initiative to organize this exploratory conference and an expression of optimism for continued cooperation on research in teacher education.

APPENDIX A

LIST OF RESOURCES IDENTIFIED AT THE CONFERENCE

U. of Victoria	- Centre for Research in Teaching (currently being developed)
U.B.C.	- data base on supervision and practicum information (hopefully being developed next year)
U. of Alberta	- considerable experience with evaluation studies - Alberta Journal of Educational Research
U. of Calgary	- newly organized Centre for Research on Teaching - advisory committee to provide assistance with research, computers, etc. - expertise and equipment with respect to teleconferencing
U. of Lethbridge	- Education Research Centre with some experience in conducting research/ evaluation studies - large, longitudinal data base on teacher education students - approximately 600 articles in a computerized bibliography on teacher education research (plus hard copies)
U. of Regina	- Canadian Plains Research Center with inventory of plains-relevant research (titles only)
Brandon U.	- possibly a Journal of Research on Teacher Education
C.S.S.E.	- inventory of research (completed and in progress) - research organization